

# St Bernadette's Reception

Growing Together in Faith, Love & Learning



## Curriculum Map



At St Bernadette's, from the moment a child joins our school family, we create an inclusive learning environment, which builds relationships that support, enhance, and invite a child's curiosity, confidence, and individual competency to flourish regardless of background, circumstance or needs. Each child is at the centre of everything that we do, so that they feel safe, happy, enthusiastic and show excitement as they fulfil our School Mission to 'Grow in Faith, Love and Learning'. From their first warm welcome at the door, to the clear and calm routines, that are embedded from day one, our children are encouraged to drive their own learning with confidence and resilience.

We work extremely closely with parents and build positive relationships even before the children begin in our setting. We work in partnership to recognise the children's starting points, needs and prior learning from both previous settings and experiences at home. Thus, providing the children with the best possible start and ensuring that each child reaches their full potential (from their own starting points), through their Early Years journey at St. Bernadette's.



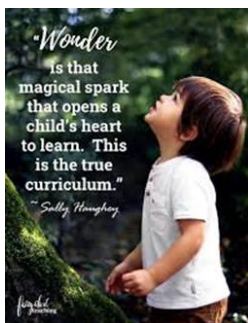
**Families & School...**  
**Perfect partners for success**

Our Early Years Team have high expectations in line with The Early Years Framework and the enhancement of skills for learning is achieved through a well-resourced, stimulating and engaging environment, that maximises opportunities for meaningful cross-curricular links and learning. We foster a love of learning by ensuring that we capture and learn through the children's interests as much as possible. **Every opportunity is a learning opportunity!**

Through working closely with all subject leads, our EYFS Lead has shared pedagogy and best practise, whilst developing curriculum maps, which detail a clear progression of skills from Nursery through to Y6. Ongoing EYFS updates and CPD ensure that all staff have a clear understanding of the EYFS Framework and the foundations of learning that take place within our Early Years.

Our Children have access to a high-quality learning environment covering all the required areas of learning and which supports our 'literacy-rich' curriculum and builds upon our children's interests and needs. Our environment is a place where we encourage children to feel safe, take risks, and 'Explore and Learn as they play', whilst applying and acquiring new knowledge and skills. All resources are carefully chosen and areas well-planned to scaffold and build on learning, with clear progression from Nursery to Reception, through the Early Learning Goals. This draws upon staff knowledge of child development and their current cohorts needs. Within the environment, staff are skilled at asking questions that encourage children to think more deeply about their learning, to extend their use of language across the curriculum and to make connections to embed new learning. Regular opportunities are planned to reinforce new learning and for staff to check understanding.

To enhance our well-planned Early Year's curriculum, children are given enrichment opportunities to ensure that they experience 'awe and wonder' of the world in which we live (through visitors and trips). Thus, preparing them for future success and prepare them for future success in their learning journey.





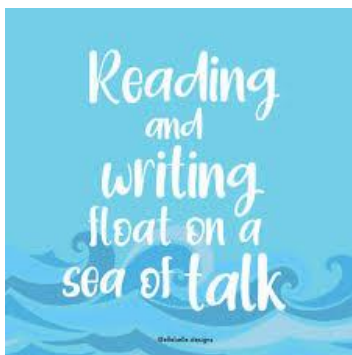
### Our Day and Environment

We carefully structure our day to balance short adult led learning, with longer child-led sessions. We ensure both approaches foster the characteristics of effective learning and produce deep level learning. We strive to foster excellent attitudes to learning by providing effective and timely adult interactions to ensure that learning is instantly captured and enhanced. We believe that high level engagement ensures high level attainment. Extended periods of play promote each unique child in our setting.

Our **enabling environments and warm, skilful adult interactions** support the children as they begin to link learning to their play and exploration right from the start, as in our motto 'Let's learn and explore as we play'. By following the children's interests and ideas, we adapt our provision effectively to the children's needs and interests. Thus, fostering a lifelong love of learning both in and outside of school.

Development can only  
**take place** when **children** are  
**actively involved**,  
when they are **occupied** with a  
high, **non-stop** **degree** of **concentration**,  
when they are **interested**, when they  
**GIVE THEMSELVES** **completely**,  
when they use all their  
**(mental)**  
**abilities**  
to **invent** and **make** **new things**  
and when this **gives** them a high **degree** of  
**satisfaction** and **pleasure**.

**Ferre Laevers**



As talk is inextricably linked to all children's development, we aim for all the children to acquire a breadth of vocabulary within our 'literacy-rich curriculum, which they use confidently and fluently. Our vision is to foster all the skills required across our Early Years, so that the children 'Learn to listen...listen to learn' and 'Learn to Talk...Talk to learn'. This in turn promotes self-confidence, resilience and empathy which supports each child's well-being. We recognise that the children's language experience varies considerably and so give valued time, plan for and explicitly teach oracy, as they not only learn to talk, but learn through talk. We aim to identify any language delays swiftly and take the appropriate action through the WellComm and NELI programmes. Oracy not only improves academic outcomes but is a life skill to ensure success beyond school, in life and future employment.

As part of the St. Bernadette's' family, as the children 'Grow in Faith, Love and Learning', they finish their Early Years journey as well rounded, happy and confident little learners who are ready for the next stage, as they transition into Y1. They are independent, active and self-motivated little learners, who know what is expected of them. Their positive attitudes to their learning, show that they take on challenges/risks with increased resilience. They know that making mistakes is an essential part of their learning. They are proud of their achievements and those of their friends.

Thus due to the creative, stimulating environment we provide, by the end of the Foundation Stage **our children flourish and develop into confident, motivated and independent learners**, who understand right from wrong and are ready for the next stage of their learning journey as Writers, Mathematicians, Scientists, Historians, Artists, Musicians and Geographers.

# St Bernadette's Catholic Primary School- EYFS Long Term Planning: Reception

Faith

Community

Whole Child


Growth & Wellbeing





The Characteristics of Effective Learning		Playing and Exploring		Active Learning		Creating and Thinking Critically	
are embedded through all areas of learning, creating powerful learners and thinkers.		<ul style="list-style-type: none"> <li>Realise that their actions have an effect on the world, so they want to keep repeating them.</li> <li>Plan and think ahead about how they will explore or play with objects.</li> <li>Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.</li> <li>Make independent choices.</li> <li>Bring their own interests and fascinations into the setting.</li> <li>Respond to new experiences that you bring to their attention.</li> </ul>		<ul style="list-style-type: none"> <li>Participate in routines.</li> <li>Begin to predict sequences because they know routines.</li> <li>Show goal-directed behaviour.</li> <li>Use a range of strategies to reach a goal they have set themselves.</li> <li>Begin to correct their mistakes themselves.</li> <li>Keep on trying when things are difficult.</li> </ul>		<ul style="list-style-type: none"> <li>Take part in simple pretend play.</li> <li>Sort materials.</li> <li>Review their progress as they try to achieve a goal. Check how well they are doing.</li> <li>Solve real problems.</li> <li>Use pretend play to think beyond the 'here and now' and to understand another perspective.</li> <li>Know more, so feel confident about coming up with their own ideas &amp; make more links.</li> <li>Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</li> </ul>	
Themes & Big Question		Learning & Development		Reception Range of Development		Reception Range of Development	
Adapted according to the children's' needs and interests.		See EYFS Framework & Development Matters <a href="http://www.gov.uk/government/publications/early-years-foundation-stage-framework-2">www.gov.uk/government/publications/early-years-foundation-stage-framework-2</a>		Reception Range of Development		Reception Range of Development	
(See half termly Topic Webs which highlight the points of focus linked in with our curriculum map).		At St. Bernadette's we create a learning environment which builds relationships that support, enhance and invite a child's curiosity, confidence and competence to flourish. We foster a love of learning - 'Every opportunity is a learning opportunity'.		Reception Range of Development		Reception Range of Development	
		Enquiry Questions & Key Texts Fiction <u>Non-Fiction</u> Poetry & Class Reading Spine books - Carefully selected to ensure that they represent our diverse community, so that every child recognises themselves in the books we offer.		Reception Range of Development		Reception Range of Development	
Autumn 1 3-4 Year Range		Autumn 2		Spring 1		Spring 2	
Marvellous Me 		It's Party Time! 		Our Wonderful World 		Our Garden & Growing 	
Can you tell me about yourself?		What do we and our friends celebrate?		How is our world wonderful?		How do we grow our plants and vegetables? How do...change & grow?	
Starting school stories The Colour Monster goes to School My Class is a Family Smalls Big Dream All About me Stories Marvellous me, What makes me different, The Growing Story & My Two <del>Grannies</del> My Big Fantastic Family Who are you? Round like a Moon Coke A Rhyme a day Playtime Rhymes		Let's Celebrate Rama and Sita, The Best Diwali ever, <u>Eight Candles to light (A Hanukkah Story)</u> Kippers Birthday The Christmas Story The Jolly Christmas Postman Little Robin Red Vest Over the Hills and Far Away: A Treasury of Nursery Rhymes from Around the World		Our Wonderful World <u>We Are All Under One Wide Sky</u> <u>My World Your World</u> <u>Tree Full of Wonder</u> One Snowy Day Nature Trail Rhyme <u>I love Chinese New Year</u> <u>Dim Sum for Everyone</u> Once upon a world Over the Hills and Far Away: A Treasury of Nursery Rhymes from Around the World		Growing Stories One Springy Day Nature Trail Rhyme Eddie's Garden The Enormous Turnip The Hungry caterpillar Camille and the Sunflowers <u>Mad about minibeasts</u> <u>Abcs of Gardening</u> We're going on an Easter Hunt Walker book of First Rhymes and Poems for <u>children</u>	
Traditional tales 		All around the World 		Traditional tales 		All around the World 	
Can you help the fairy-tale characters solve their problems?		What is the difference/same about Shavington and.....?		Stories & poetry from around the World Mr Gumpy's Outing The Everywhere Bear The Jolly Postman <u>Atlas</u> <u>Martha Mays</u> <u>A stroll through the seasons</u> <u>Poems Out Loud</u> <u>A book of Fantastic First Poems</u>		Traditional Tales Goldilocks & the 3 bears Ghanian Goldilocks The 3 Billy Goats Gruff The 3 Little Pigs The Gingerbread Man Little Red Riding Hood Mixed up Fairy <u>tales</u> You Choose Fairy <u>tales</u> <u>Teatime Around the World</u> The Great Big Cuddle	
A Unique Child		Prime Areas		Our Reception Class		Created and Loved by God	
New Starters Meeting		Personal, Social & Emotional Development <u>Mindfulness &amp; Yoga</u>		Self-Regulation		Created and Loved by God	
New Starters Summer Transition Events		Physical Development P.E specialist 1 session.		Managing Self		Created and Loved by God	
Nursery Visits & Meetings		Gross Motor Skills		Building Relationships		Created to Love Others	
Ages & Stages Questionnaires		Fine Motor Skills		Introduction to PE: Unit 1 Fundamentals: Unit 1 CP Motor Skills		Created to Love Others	
Summer Scrapbooks		Fundamentals: Unit 2 Introduction to PE: Unit 2 CP Motor Skills		Gymnastics: Unit 1 Dance: Unit 1 CP Motor Skills		Created to Love Others	
		Gymnastics: Unit 2 CP Motor Skills		Games: Unit 1 Gymnastics: Unit 2 CP Motor Skills		Created to Love Others	
		Ball Skills: Unit 1 Athletics CP Motor Skills		Athletics Skills Ball Skills: Unit 2 CP Motor Skills		Created to Live in Community	
		Super Skills - Dough Disco, threading, tweezing, manipulation using small tools etc. Handwriting (Teadanesco) - correct pencil grip & letter/number formation.					





Celebrate birthdays & family events.	People, Culture & Communities (History & Geography)	My Class		Our School		Our Amazing World	
		Seasonal Change					
	The Natural World	Our Bodies & Being Healthy	Light & Dark Space	Materials Let's Build	Growing Plants & Animals	Forces Floating & Sinking The Wind	All around us Living Things and Their Habitats
		Seasonal Change, Light (Rainbows & Shadows), Sound & Growing in our class garden taught throughout the year.					
	Technology	E-Safety Focus & Technology in our Class - 1 <sup>st</sup> week of each half term. Data Collection - Wonderful Me		Programming - Caterpillar Journeys	Multimedia - Our Computer	Multimedia- I can draw...	Multimedia - My Name
Expressive Arts & Design	Creating with Materials Refining & developing ideas - Creating collaboratively	EYFS Ongoing - Explorer's Books: Collecting Colour - Collecting, Arranging, Drawing - Shells: Observational and Imaginative Drawing - Top Tips For Cardboard Creations - Mark-Making and Sound - Marbled Hole Punch Sketchbook - Talking Points: Dancing To Art - Mark-Making and Sound					
		<ul style="list-style-type: none"><li>- Collage Streets - Galaxy Painting</li><li>- Autumn Floor Textiles</li><li>- Fruit &amp; Veg Heads</li></ul>		<ul style="list-style-type: none"><li>- Prop Making for Toys</li><li>- Imaginary Landscapes</li><li>- Drawing on Pebbles</li><li>- Still Life Compositions (Cezanne)</li></ul>		<ul style="list-style-type: none"><li>- T Shirt Paintings</li><li>- World in a Matchbox</li><li>- Transforming Objects</li><li>- Painting the Savannah</li></ul>	
		Areas of Focus: 1. Exploring the natural World 2. Understanding Identity & Exploring Relationships 3. Exploring the Power of Creativity. 7 Areas of Exploration: 1. What can I see? 2. How can we explore colour? 3. How can we build worlds? 4. How can we build explore materials & marks? 5. How can we explore 3D materials? 6. How can we use our bodies to make art? 7. How can we use our imagination?					
	DT	Continuous Provision & Enhanced Provision: Scaffolded learning Planning, designing, making and developing DT skills and knowledge. Seasonal Projects					
		Junk Modelling: Outcome: Pupils will be encouraged to 'tinker' using a combination of materials and joining techniques (temporary and permanent). Key Areas for Knowledge and Skills Development: Structures					
		Outcome: To design and make a sandwich. Key Areas for Knowledge and Skills Development: Food Technology (Preparing vegetables)		Outcome: To design and sew a bookmark. Key Areas for Knowledge and Skills Development: Textiles		Outcome: To design and make a house or boat. Key Areas for Knowledge and Skills Development: Structures	
Being Imaginative & Expressive	Music in EYFS interweaves through all areas of learning and development. It takes place daily in both the indoor and outdoor environment. We sing every day and learn a range of songs linked to our topics/themes.  Throughout the year we build upon the 4 aspects of musical learning and development: Hearing and Listening, Singing and Vocalising, Moving and Dancing, Exploring and Playing.  Role play, small world, storytelling, music and dance (Cosmic kids - Yoga) linked to stories - expressing feelings and responses. Singing and learning new songs, increasingly matching the pitch & following the melody.						
Trips/Visitors & Enrichments  Enrichment  *Wow moments to start each topic or new story*  * Ongoing visits People who help us in our school		Visitors: *Family members *A new mum and baby *People who help us around school  Trip: Around School To church or Mass in School.  Autumn walk  *Photos from home	Visitors: *Parish Priest to re-enact a Baptism *From people who celebrate different festivals *Christmas celebrations  Trip: Shevington Library *Local park to lay poppies for remembrance.	Visitors: *People who work in our Parish. *People who help us - Doctor, Nurse, Police Officer, Fire Fighter etc. *School Librarian  Trip: Church visit. *Chester Zoo  Winter Walks	Visitors: *A Gardener *A Vet/People who look after animals  Trip: Our Farm  Springtime walks.	Visitors: *People who help us in the School community. *Y1 Teacher and TA's *School Librarian  Trip: Muffin Man Bakery	Visitors: *People who have travelled around the world. *Y1 Teacher and TA's  Trip: Around our local area - Post a postcard



		Special Days, Celebrations, Festivals	Welcome Mass Harvest	<u>Festivals of Light</u> Bonfire Night Remembrance Day	Chinese New Year Celebrations	World Book Day World Wildlife Day World Water Day	Ramadan Eid-Al-Fitr	Father's Day Healthy Eating Week
			World Animal Day National Poetry Day	Diwali -Hinduism Week Judaism Week Hannukah  Anti-Bullying Week Road Safety Week' St Andrew's Day  Christmas Time - Nativity Lighting the Christmas Tree, Advent Reflections & Carol Concert	RSPB Big Garden Bird Watch  National Storytelling Week  Safer internet day - February	St Patrick's Day St David's Day St George's Day Holi  Mother's Day  Shrove Tuesday Lent - Good Shepherd Lenten Reflection & Day of Reflection Easter Wow Week	May Procession  Walk to school <u>week</u>  World Ocean Day  International Mud Day	Y1 'Moving up Days'- Transition Visits  Sports Day  Teddy Bears Picnic
		Possible learning experiences 	<ul style="list-style-type: none"> <li>*Explore themselves and family members.</li> <li>*Exploring school- people who help us.</li> <li>*Investigate objects from the home and how they have changed <u>over</u> time.</li> <li>*My portrait.</li> <li>*Family pictures.</li> <li>*Building homes from a range of resources.</li> <li>*The season of Autumn - seasons Leaf portraits.</li> <li>*Learn new nursery rhymes and add actions.</li> <li>*Role Play - Home corner - Me and My Family - A new baby (making tea, care of a baby, taking care of a home).</li> </ul>	<ul style="list-style-type: none"> <li>*Light and dark - days becoming shorter.</li> <li>*Explore Festivals of light - decorations &amp; cards - new techniques and resources.</li> <li>*Firework paintings &amp; dance.</li> <li>*Diwali - explore how the festival is celebrated.</li> <li>*Diya lamps - clay.</li> <li>*Diwali dance and music making.</li> <li>*Bear hunt music - creation of homemade instruments.</li> <li>*Judaism - Hannukah.</li> <li>*Explore occupation - postal worker through the Jolly Postman.</li> <li>*Christmas around the world.</li> <li>*Past family Christmas times.</li> <li>*Role Play - Home corner - Celebrations- Birthdays &amp; Festivals (preparing for and having a celebration).</li> </ul>	<ul style="list-style-type: none"> <li>*The Season of Winter.</li> <li>*Explore melting and freezing.</li> <li>*Winter pictures using natural materials.</li> <li>*Exploration of movement - mini-Winter Olympics.</li> <li>*Bird feeders to take home.</li> <li>*Chinese New Year celebrations.</li> <li>*Dragon dancing.</li> <li>*Traditional Chinese Teatime - 'Yum Cha'.</li> <li>*Role Play - Home corner - Looking after the family - Fixing it.</li> </ul>	<ul style="list-style-type: none"> <li>*How does your garden grow- plant and look after fruit &amp; veg.</li> <li>*Transition - changes over their life time.</li> <li>*Flower pictures- observing and painting.</li> <li>*Create role play props for Jack and the beanstalk</li> <li>*Jack and the beanstalk performances - a new ending.</li> <li>*Perform bug songs and dances</li> <li>*Design and create a crown, an Easter egg, a shield.</li> <li>*Explore materials - waterproof, strong.</li> <li>*Role Play - Home corner - Looking after the family - Healthy Living.</li> </ul>	<ul style="list-style-type: none"> <li>*Retell Traditional Tales</li> <li>*Paint still life scenes</li> <li>*Create props for the 3 Bears and fairy tale characters.</li> <li>*Design story maps.</li> <li>*Build and design bridges/homes.</li> <li>*Floating and sinking.</li> <li>*Explore breakfasts/tea times from around the world.</li> <li>*Create and paint flowers for the May Procession.</li> <li>*Role play - Traditional Tales houses/homes Growing - A New Puppy.</li> </ul>	<ul style="list-style-type: none"> <li>*Explore Family Holiday photos.</li> <li>*Holidays from the past.</li> <li>*Explore <u>countries</u> - their foods etc.</li> <li>*Create models of transportation using small and large scale.</li> <li>*Explore the occupations of bus and train drivers</li> <li>*Pack bags to go on journeys.</li> <li>*Design and create maps.</li> <li>*Role play - Journeys - Holiday Time/Moving House.</li> </ul>

Please refer to our Curriculum maps & our Whole School Subject Progression of knowledge & skills, for a more detailed breakdown of learning objectives for each area of the curriculum.

## Communication & Language Curriculum Plan

**Educational Programme:** The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

### Autumn

### Spring

### Summer

The development of children's communication and language skills, underpins their EYFS Grammar Progression, as the children 'Learn to Listen - Listen to Learn' and 'Learn to Talk - Talk to Learn'. Grammar skills also interweave through their Reading and Writing development.

#### Listening, Attention & Understanding

##### 'Learning to Listen - Listening to Learn'

- Understand a question or instruction that has two parts.
- Understand 'why' questions - Why do you think he/she feels...?
- Understand how to listen carefully and why listening is important.
- Learn new vocabulary linked to daily routine / theme.
- Begin to engage in story time - Join in repeated refrains/rhyme.
- Listen to and begin to talk about stories to build familiarity and understanding - Discuss characters, events, setting ...
- Listen carefully to rhymes and songs and begin to pay attention to how they sound. - Learn rhymes, songs & poems - Anticipate words, begin to adapt phrases (with support).

#### Speaking - 'Learning to Talk - Talking to Learn'

##### Oral Rehearsal of Grammar

- Extend their vocabulary & use new vocabulary throughout the day.
- Begin to ask questions to find out more and to check they understand what has been said to them - Model & encourage questions.
- Begin to articulate their ideas and thoughts in well-formed sentence - Express □ Ideas to friends □ Book talk.
- Begin to connect one idea or action to another using a range of connectives... 'and, because, although, but'..
- Begin to describe events (**Reading** - simple stories & narratives) in some detail using recently introduced vocabulary and the correct tenses.
- Use pronouns correctly.
- Develop social phrases - Routines... greetings... Friendship..
- Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words - Focused & linked texts - within small world / role play.

#### Listening, Attention & Understanding

##### 'Learning to Listen - Listening to Learn'

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Listen carefully to and learn rhymes, poems and songs.
- Listen to and talk about stories to build familiarity and understanding.
- Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary.
- Begin to understand humour e.g. nonsense rhymes / jokes.

#### Speaking - 'Learning to Talk - Talking to Learn'

##### Oral Rehearsal of Grammar

- Begin to use and understand new vocabulary in different contexts -(**Reading** - From stories, texts etc).
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas & thoughts in well-formed sentence.
- Connect one idea or action to another using a range of connectives to show a sequence of events -( e.g first, next).
- Describe events in some detail- using the correct tenses.
- Use talk to help work out problems, organise thinking & activities explain how things work/why things happen.
- Develop and use social phrases with confidence.
- Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

#### Listening, Attention & Understanding

##### 'Learning to Listen - Listening to Learn'

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Listen carefully to and learn rhymes, poems and songs.
- Listen to and talk about stories to build familiarity and understanding.
- Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary.
- Understand humour e.g. nonsense rhymes / jokes.

#### Speaking - 'Learning to Talk - Talking to Learn'

##### Oral Rehearsal of Grammar

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
- Begin to use and understand new vocabulary in different contexts -(**Reading** - From stories, texts etc).
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas & thoughts in well-formed sentence.
- Connect one idea or action to another using a range of connectives to show a sequence of events -( e.g first, next).
- Describe events in some detail- using the correct tenses.
- Use talk to help work out problems, organise thinking & activities explain how things work/why things happen.
- Develop and use social phrases with confidence.
- Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words

### Early Learning Goals

**Listening, Attention and Understanding-** • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

**Speaking** - • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



## Personal, Social & Emotional Development Curriculum Plan

**Educational Programme:** Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Autumn	Spring	Summer
<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries ... - How to compromise and negotiate to solve problems</li> <li>Begin to express feelings and consider the feelings of others - Identify and name emotions ... emotion, sad/happy...confident, frightened, angry etc.</li> <li>Link book character's emotion to own experiences ... mood/feeling</li> <li>Begin to set own goals and show resilience and perseverance in the face of challenge - Set a shared goal with a friend.</li> <li>Begin to identify and moderate own feelings socially and emotionally - Focus on □ keeping calm □ being patient □ waiting □ tidying up.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Manage own self-care needs ...Independent use of □ zips □ buttons □ coats □ shoes.</li> <li>Develop confidence to try new activities and show independence - Access all types of enhancements (indoors &amp; outdoors).</li> <li>Know and begin to talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>Toothbrushing - importance and how ... clean, decay.</li> <li>Talk about importance of exercise/healthy eating /unhealthy, heartbeat, fit.</li> </ul> </li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Begin to see self as a valuable individual - Describe self, positively ... proud, special, love- Use books 'Happy in Our Skin' &amp; 'My Hair'.</li> <li>Begin to build constructive and respectful relationships: <ul style="list-style-type: none"> <li>Use social language to develop friendships see CL.</li> </ul> </li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Express feelings and consider the feelings of others.</li> <li>Set own goals and show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Manage own self-care needs.</li> <li>Know and talk about the different factors that support their overall health and wellbeing: □ sensible amounts of 'screen time' □ having a good sleep routine - being a safe pedestrian#.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>See self as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> <li>Continue to see self as a valuable individual.</li> </ul>

### Early Learning Goals

**Self-Regulation** - • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**Managing Self** - • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**Building Relationships** - • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.

## Physical Development Curriculum Plan

**Educational Programme:** Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Autumn	Spring	Summer
<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing - Engage in and develop confidence in actions.</li> <li>Begin to develop overall body-strength, balance, co-ordination and agility: <ul style="list-style-type: none"> <li>- Use above actions, within obstacle courses ... balance, obstacle, spatial, prepositions.</li> </ul> </li> <li>Set own physical challenge ... challenge, goal.</li> <li>Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... straight, upright, flat.</li> <li>Begin to combine different movements with ease and fluency: <ul style="list-style-type: none"> <li>- Change movements / directions quickly.</li> </ul> </li> <li>Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group - Understand rules and reasons.</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking - Use different sizes / types of balls - in pairs.</li> <li>Further develop the skills they need to manage the school day successfully: □ lining up and queuing □ mealtimes □ personal hygiene.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Use a comfortable grip with good control when holding pens and pencils: <ul style="list-style-type: none"> <li>- Consolidate tripod grip.</li> </ul> </li> <li>Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons: <ul style="list-style-type: none"> <li>- Ensure regular engagement and develop confidence in use of tools... grip, steady, snip, twist, curve, straight.</li> </ul> </li> </ul>	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Continue to refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing.</li> <li>Begin to progress towards a more fluent style of moving, with developing control and grace.</li> <li>Develop overall body-strength, balance, co-ordination and agility.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Further develop and refine a range of ball skills including: passing, batting and aiming.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li> <li>Begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating: <ul style="list-style-type: none"> <li>- Effective pencil grip</li> <li>- Correct letter formation (see Writing).</li> </ul> </li> </ul>	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>

### Early Learning Goals

**Gross Motor Skills-** • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

**Fine Motor Skills -** • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.



# Literacy Curriculum Plan

**Educational Programme:** It is crucial to develop a life-long love of reading. Reading consists of two dimensions: language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

## Autumn

## Spring

## Summer

The development of children's communication and language skills, underpins their EYFS Grammar Progression, as the children 'Learn to Listen - Listen to Learn' and 'Learn to Talk - Talk to Learn'. Grammar skills also interweave through their Reading and Writing development.

### Reading: Comprehension / Word Reading

- Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary:
  - Recall key events.
  - Talk about main characters... character, beginning, middle, end.
- Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Understand the five key concepts about print, with a focus on - Left to right, 1-1 correspondence ... word, letter, first / last.
- To develop 1-1 correspondence when reading-tracking.
- To be aware of when to continue to read onto a line - 'return sweep'.
- Continue to develop Phase 1 phonological awareness - focusing on sounds around them & creating sounds, rhythm and rhyme, alliteration and oral blending and segmenting, voice sounds.
- To begin to read simple phrases/sentences - Applying their Initial Code - 'Let's say the sounds as we read'.

### Sounds~Write: Initial Code Units 1-7 - VC and CVC words

- Segment phonemes orally to say Initial Code words.
- Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Uses appropriate letters for initial sounds in words.
- Segment sounds in simple words.
- Segment to spell VC and CVC words (Unit 1-7 - sounds that can be represented by spellings with one letter).
- Use phonic knowledge to attempt writing unknown words e.g. *labels, signs*.
- Write phonetically decodable words within sentences using Initial Code Unit 1-5 words.
- Begin to make phonetically plausible attempts when writing.
- Read & write sentences including Initial Code Unit 2-5 (non- decodable) High Frequency words: is, a, the, I, for, of and are.

### Reading: Comprehension / Word Reading

- Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...fiction, non-fiction, set
  - Retell story in small world / role play (in correct sequence) ...beginning, middle, end, setting.
  - Take on role of character using some story language.
  - Talk about likes and dislikes of texts, rhymes and poems.
  - Choose a book and begin to explain why ...because.
- Begin to anticipate - where appropriate - some key events in stories ...predict / prediction
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment - To know when sentences don't make sense.
- To know where the beginning and end of a sentence is.
- Continue to develop P1 phonological awareness, focusing on Oral blending and segmenting.
- Begin to read words consistent with their phonic knowledge, reading some common exception words.

### Sounds~Write: Initial Code Units 8-11 (U8 - VCC & CVCC words, U9 - CCVC words, U10 - CCCVC, CCVCC & CVCCC words, U11 - CCVC, CVCC, CCVC & CCCVCC words - some words are written with 2 different letters).

- Segment to spell Unit 7 (Some spellings are represented by one sound- ff, ll, ss, zz).
- Begin to segment to spell a combination of adjacent consonants at the beginning, within and at the end of words, including Initial Code graphemes.
- Segment to spell Unit 8 VCC & CVCC words.
- Segment to spell U9- CCVC words.
- Segment to spell U10 - CCCVC, CCVCC & CVCCC words.
- Segment to spell U11 - CCVC, CVCC, CCVC & CCCVCC words ( some words are written with 2 different letters).
- Begin to segment to spell two syllable words using Initial Code GPCs e.g. *grandad, dragon*.
- Use phonic knowledge to attempt writing unknown words e.g. *labels, signs*.
- Write phonetically decodable words within sentences using Initial Code Unit 1-9 words.
- Make phonetically plausible attempts when writing.
- Read & write sentences including Initial Code Unit 2-9 (non-decodable) High Frequency words: is, a, the, I, for, of, are, was, all, come, some & to.

### Reading: Comprehension / Word Reading

- Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ...sequence.
- To begin to be aware of how stories are structured.
- Anticipate-where appropriate-key events in stories and suggest how a story might end..
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play:
  - Begin to notice some relationships between one text and another.
  - Begin to comment on perceived links with own life experience or other experiences, e.g. films, books.
  - Begin to answer 'how' and 'why' questions? Linking to how they might be feeling.
- To begin to follow a story with or without words.
- Say the sound for each letter of the alphabet and for at least 10 digraphs - Secure Initial Code.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.

### Sounds~Write: Consolidation of Initial Code Units 8-11 Introduction of Extended code - 2 or 3 sounds - Bridging Lessons for Y1 (/k/: < c >, < k >, < ck > /ch/: < ch >, < tch > /w/: < w >, < wh >).

- Consolidate segmenting to spell Unit 7- 11 words.
- Segment to spell two syllable words e.g. *grandad, dragon*.
- Begin to segment to spell polysyllabic words with Initial Code graphemes, and adjacent consonants e.g. *toothbrush, sandpit*.
- Use phonic knowledge to attempt writing unknown words e.g. *labels, signs*.
- Begin to write phonetically decodable words within sentences using Unit 1-11 words.
- Make phonetically plausible attempts when writing.
- Read & write sentences including Initial Code (non-decodable) High Frequency words: is, a, the, I, for, of, are, was, all, come, some, to, there, their, these, (after 'th' is taught), what, where & who (after 'wh' is taught).

# Literacy Curriculum Plan

**Educational Programme:** It is crucial to develop a life-long love of reading. Reading consists of two dimensions: language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

## Autumn

## Spring

## Summer

**'Let's Write' - Writing Skills -** Use a comfortable grip & show control and co-ordination when forming letters.

**Poetry -** Developing a love of Poetry - Nursery rhymes, Number rhymes, poems on a theme- innovating rhymes & performing poetry.

### I'm Writing

- Write name correctly - Use correct letter formation.
- Use some of their print and letter knowledge in their early writing - understand the directionality of print (left to right, top to bottom).
- Begin to form lower-case letters correctly.
- Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs ... spell - initial sounds □ VC □ CVC words.
- Begin to spell some common exception words.
- Begin to write lists & captions - use 1<sup>st</sup> sound and begin to make plausible spellings.
- Begin to use finger spaces.

### Grammar Progression

- Oral rehearsal - Begin to 'Say the sentence, remember the sentence, count out the words'.
- Begin to re-read what they have written and begin to leave finger spaces between words.

### Writing

- Begin to write full name.
- Form most lower-case and capital letter correctly
- Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words
- **Initial Code Units 8-11** (U8 - VCC & CVCC words, U9 - CCVC words, U10 - CCCVC, CCVVCC & CVCCC words, U11 - CCVC, CVCC, CCVC & CCCVCC words - some words are written with 2 different letters).
- Spell some common exception words consistently.
- Write captions/sentences- Using finger spaces and making plausible spellings.
- Write lists (bullet points) & Simple numbered instructions.
- Recount 'My News'
- Write simple sentences to retell a story, using predictable phrases.

### Grammar Progression

- Write captions/phrases and begin to write simple sentences using known GPCs ...sentence, begin to use capital letter, full stop - Include word spacing
- Orally rehearse caption or sentence before writing.
- Re-read what they have written to make sure it makes sense.
- Begin to write a variety of □ fiction and non-fiction sentences / captions.

### Writing

- Write full name.
- Write recognisable letters (lower case and capital) most of which are formed correctly
- Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words
- **Consolidation of Initial Code Units 8-11**
- **Introduction of Extended code - 2 or 3 sounds - Bridging Lessons for Y1 (/k/: < c >, < k >, < ck > /ch/: < ch >, < tch > /w/: < w >, < wh >).**
- Spell most common exception words consistently.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Add their own labels to objects.
- Write lists (list down, bullet point).
- Write 'My News' - expand sentences with 'and'.
- Write fact Cards.
- Write short narrative - 3 Sentences to retell a story.

### Grammar Progression

- Write simple phrases and sentences that can be read by others.
- Orally rehearse sentence before writing □ word spacing □ full stop □ capital letter
- Begin to sequence 2-3 sentences within purposeful fiction/ nonfiction writing, such as: 2-3 part story , Instructions & Fact card.

## Early Learning Goals

**Comprehension** • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

**Word Reading** • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**Writing** • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.



## Mathematics Curriculum Plan

**Educational Programme:** Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Autumn	Spring	Summer
<p><b>Numerical Pattern / Number – Mathematical Fluency</b></p> <ul style="list-style-type: none"> <li>Recite numbers to 10 - Forward &amp; backwards: <ul style="list-style-type: none"> <li>Break counting chain (not always starting from 1).</li> <li>Talk about position ... before, after.</li> </ul> </li> <li>Count objects, actions and sounds - Up to 10 - Count objects in an irregular arrangement.</li> <li>Subitise 1-5 objects (quick recall without counting).</li> <li>Matching children to images in workshop areas &amp; Fast recognition of dice patterns.</li> <li>Link the number symbol (numeral) with its cardinal number value to 5 then beyond.</li> <li>Compare quantities up to 5 ... more than, less than, fewer, who has one more / less.</li> <li>Understand 'one more/less than' to 5: <ul style="list-style-type: none"> <li>Use sentence with support ... 3 is one more than 2.</li> </ul> </li> <li>Explore the composition of numbers to 5 - Recognise total is still the same &amp; Using variety of resources ... more, less, makes, equals, altogether.</li> <li>Begin to explore number bonds to 5.</li> </ul> <p><b>Shape, Space &amp; Measure</b></p> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills -Create shape picture ...consolidate ...2D shape names. <ul style="list-style-type: none"> <li>Put shapes together to make new shape.</li> </ul> </li> <li>Continue, copy and create repeating patterns: <ul style="list-style-type: none"> <li>Talk about pattern ... repeat, next, before, after, in between</li> </ul> </li> <li>Begin to compare length, weight and capacity.</li> <li>Order 2-3 items by length / weight ... heavier/est, lighter/est, longer/est, shorter/est.</li> </ul>	<p><b>Numerical Pattern / Number – Mathematical Fluency</b></p> <ul style="list-style-type: none"> <li>Recite numbers to 20 - Backward from 10 and then 15: <ul style="list-style-type: none"> <li>Break counting chain (not always starting from 1 forwards or 10 backwards).</li> <li>Talk about position up to 5 and begin to talk about position up to 10.</li> </ul> </li> <li>Count objects, actions and sounds - Up to 10 then 20 &amp; Count objects in an irregular arrangement.</li> <li>Begin to estimate number of objects up to 10 then check by counting.</li> <li>Subitise 5 objects (quick recall without counting).</li> <li>Link the number symbol (numeral) with its cardinal number value to 10 then 20.</li> <li>Compare quantities up to 10.</li> <li>Understand 'one more/less than' to 10 -Use sentence ... six is one more than five.</li> <li>Begin to explore the composition of numbers to 10.</li> <li>Recall number bonds to 5: <ul style="list-style-type: none"> <li>Find the total number of items (up to 10) in two groups.</li> <li>Find the total number of items (up to 10) in a group by take away/subtraction, using a range of manipulatives ... left.</li> </ul> </li> <li>Begin to use the language of addition &amp; subtraction - take away, leave, left, less, makes, altogether, sum, equals.</li> <li>Begin to share, double and half up to 10 objects &amp; use the language.</li> </ul> <p><b>Shape, Space &amp; Measure</b></p> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills .</li> <li>Begin to compose and decompose shapes within practical activities.</li> <li>Continue, copy and create repeating patterns.</li> <li>Compare length, height, weight and capacity - Order 2-3 items by capacity and height.</li> <li>Begin to order and sequence familiar events -become familiar with a clock face and hands &amp; Measure short periods of time.</li> </ul>	<p><b>Numerical Pattern / Number – Mathematical Fluency</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number</li> <li>Subitise numbers to 10 and see familiar patterns.</li> <li>Count reliably &amp; use numbers 1 to 20..</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Add &amp; subtract 2 single digit numbers &amp; count on or back to find the answer.</li> <li>Use vocabulary involved in adding &amp; subtracting confidently.</li> <li>Record some number sentences using calculation symbols within practical activities.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul> <p><b>Shape, Space &amp; Measure</b></p> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>Compose and decompose shapes within practical activities.</li> <li>Continue, copy and create more complex repeating patterns.</li> <li>Compare length, height, weight and capacity</li> <li>Measure and compare short periods of time.</li> </ul>

### Early Learning Goals

**Number** • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

**Numerical Patterns** • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



## Understanding the World Curriculum Plan

**Educational Programme:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Autumn	Spring	Summer
<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Begin to comment on images of familiar situations in the past – When Mum and Dad were little ... past, history.</li> </ul> <p><b>People, Culture &amp; Communities</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community: <ul style="list-style-type: none"> <li>- Understand that there are many different types of families.</li> </ul> </li> <li>• Name and describe people who are familiar to them.</li> <li>• People in their local / school community.</li> <li>• Begin to understand that some places are special to members of their community – Talk about special places they go to.</li> <li>• Begin to recognise that people have different beliefs and celebrate special times in different ways: <ul style="list-style-type: none"> <li>- Understand how different people celebrate &amp; develop a knowledge and awareness of other festivals ...</li> </ul> </li> </ul> <p><b>Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them: <ul style="list-style-type: none"> <li>- Leaves □ sort by shape/size &amp; begin to identify local trees.</li> </ul> </li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Understand the effect of changing seasons on the natural world around them – Observe / talk about seasons.</li> </ul> <p>* Develop interest in linked: texts across themes, fiction and non-fiction &amp; sources of technological information.</p>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> </ul> <p><b>People, Culture &amp; Communities</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and other countries.</li> </ul> <p><b>Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul> <p>* Continue to develop interest in linked: texts across themes, fiction and non-fiction &amp; sources of technological information.</p>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, Culture &amp; Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul> <p><b>Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> <p>* Continue to develop interest in linked: texts across themes, fiction and non-fiction &amp; sources of technological information.</p>

### Early Learning Goals

**Past and Present** • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

**People, Culture and Communities** • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

**The Natural World** • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



## Expressive Arts & Design Curriculum Plan

**Educational Programme:** The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Autumn	Spring	Summer
<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Show different emotions in drawings and paintings.</li> <li>• Continue to explore colour and colour mixing.</li> <li>• Safely use and explore a variety of materials and tools.</li> <li>• Explore new techniques.</li> <li>• Talk about new creations.</li> <li>• Begin to return to and build upon previous learning.</li> </ul> <p><b>Being Imaginative &amp; Expressive</b></p> <ul style="list-style-type: none"> <li>• Take part in simple pretend play - Family / play date role play ... role, pretend, imagine.</li> <li>• Begin to develop complex stories using small world equipment.</li> <li>• Begin to develop storylines in their pretend play - including those linked to focus text ... story language, character, beginning, middle, end.</li> <li>• Begin to listen attentively, move to and talk about music, expressing their feelings and responses -How does the music make me feel? ... emotions vocabulary (see PSED).</li> <li>• Begin to watch and talk about dance and performance art: <ul style="list-style-type: none"> <li>- What type of dance/music is it? ... adjectives to describe music; e.g. happy, sad, slow, fast, bouncy.</li> <li>- Watch live music / dance performances linked to festivals ...perform, celebrate, audience, musician, dancer.</li> </ul> </li> <li>• Sing in a group or on their own: <ul style="list-style-type: none"> <li>- Engage in circle and partner songs.</li> <li>- Begin to make own verse for familiar song.</li> </ul> </li> <li>• Begin to explore and engage in music making and dance: <ul style="list-style-type: none"> <li>- Invent and dance / play music to show different emotions ... emotions vocabulary (see PSED).</li> </ul> </li> </ul>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Explore and use a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> </ul> <p><b>Being Imaginative &amp; Expressive</b></p> <ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> <li>• Develop storylines in their pretend play.</li> </ul>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative &amp; Expressive</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>• Sing a range of well-known nursery rhymes and songs;</li> <li>• Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</li> </ul>

### Early Learning Goals

**Creating with Materials** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.

**Being Imaginative and Expressive** • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.